

CHAPTER V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This study concludes that the peers and real students influence the teaching practice of the EFL student teachers in microteaching. This is because peers and real students have different characteristics. Even though they play the same role as students in microteaching class during the EFL student teachers having their teaching practice, they create different classroom like situation for the EFL student teachers. The peers tend to act unnaturally that cause the unnatural classroom like situation, whereas the real students act naturally that result in more natural classroom like situation due to their nature role as secondary school students.

This study also concludes that the EFL student teachers perceive real student microteaching more naturally challenging teaching experience than peer microteaching. However, in some other areas like classroom management and presenting the lesson, the EFL student teachers perform better when they practice teaching with their peers.

5.2 Suggestion

Based on the conclusion, some recommendations are given to microteaching instructor. It is suggested that microteaching course invite real students to be the students of the EFL student teachers for teaching practice. It will be better if the EFL student teachers can teach real students more often than their peers due to the more benefits the EFL student teachers perceive toward real student microteaching.